

INCORPORATING THINK PAIR SHARE TECHNIQUE TO IMPROVE STUDENTS' PARTICIPATION AND WRITING ACHIEVEMENT¹⁾

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Abstract: The aims of this research are to investigate the students' participation and writing achievement after incorporating Think Pair Share technique in teaching writing. This research was carried out quantitatively and qualitatively and involved thirty four students of grade seventh of junior high school level. The used instruments were writing test, observation sheet, and think pair share questionnaires. The validity of writing tests was based on content and construct validity, while the reliability of the questionnaire was analyzed by using Cronbach Alpha Formula. The data were analyzed using Repeated Measures T-Test and One way Anova. It was found that there was a positive effect in the students' writing achievement and their participation after the implementation of incorporating think pair share technique in teaching writing. The findings prove that the implementation of think pair share technique gave benefits successfully in improving students' writing achievement and producing the constructive and promotive participation.

Keywords: *Participation, think pair share technique, writing achievement.*

Abstrak: Penelitian ini bertujuan untuk mengukur prestasi menulis dan interaksi mahasiswa setelah diterapkannya teknik berpikir berpasangan, berbagi (*think pair share technique*) yang digunakan pada pengajaran prestasi menulis (*writing*). Pendekatan kuantitatif dan kualitatif yang melibatkan tiga puluh empat siswa SMP kelas tujuh. Instrumen penelitian yang digunakan mencakup tes kemampuan menulis, lembar observasi, serta serangkaian kuesioner *terkait teknik think pair share*. Validitas test tulis berdasarkan validitas isi dan validitas konstruk, sementara reliabilitas kuesioner dianalisa dengan menggunakan formula Cronbach Alpha. Data dianalisis menggunakan Repeated Measures T-Test dan One Way Anova. Hasil penelitian menunjukkan adanya pengaruh positif pada kemampuan menulis serta partisipasi siswa antara setelah diterapkannya teknik *think pair share* dalam pengajaran menulis. Temuan ini membuktikan bahwa implementasi teknik think pair share memberikan pengaruh positif dalam meningkatkan prestasi menulis serta memacu interaksi yang baik.

Kata kunci: *Partisipasi, prestasi menulis, teknik berpikir berpasangan berbagi.*

INTRODUCTION

Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. Writing is also a powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. Indah (2017) states that the competence to express ideas on written form requires effective writing skills in developing a topic to be knowledgeable, sequencing ideas logically, expressing meaning in correct diction, constructing sentences and using writing conventions.

In the ESL and EFL context, the teachers' efforts to produce students who possess the skill of writing seem to be a herculean task. Rahimi and Rahimy (2017) state this is because writing skill is considered a complex cognitive skill since it requires the students to apply appropriate cognitive strategies, intellectual skills, verbal information and appropriate motivation.

Students' learning participation is very important to create creative, active and pleasure situation in the teaching and its process in order to meaningful term. Students' participation means involve actively in the English teaching and learning process, students are active in answering and responding teacher's question and instruction. So, think pair share technique will be used, in order to make the students involve to participate and active in teaching and learning process. Frank Lyman as cited in Marhaeni, Putra and Jaya

(2013) purposes this strategy in order to solve or at least to minimize students' problems. They state that Think Pair Share strategy can guide the students to their prior knowledge background and make the students active in participating classroom discussion. Hopefully think pair share technique can give opportunity for the students to think exchange and convey their ideas with others. Think-pair-share encourages student participation in discussing and promotes forming and critiquing arguments both in small and large groups.

Think-pair-share is also very useful to teachers because it can be used as a valuable form of formative assessment (Sampsel, 2013). Furthermore, cooperative learning allows students the opportunity to work together to build a meaningful understanding of class material. Cooperative learning involves students working in small groups towards a common goal in order to increase their own and other students' understanding. Cooperative learning allows students to process new information and, through discussion and peer to peer interaction, assign meaning to what is being learned.

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order to make the students involve to participate and active in teaching and learning process. Marhaeni, Putra and Jaya (2013) purposes this strategy in order to solve or at least to minimize students problems. This study states that Think Pair Share strategy can guide the students to their prior knowledge background and make the students active in participating classroom discussion. Hopefully think pair share technique can give opportunity for the students to think exchange and convey their ideas with others. Think-pair-share encourages student participation in discussing and promotes forming and critiquing arguments both in small and large groups.

Think pair share is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussions need to be held in whole group setting, and it has built in procedures for giving students more time to think and to respond and to help each other. Students have the opportunity to share their ideas and share their mistakes into their group. Furthermore, the writer brought think pair share technique to involve students in optimizing the students' writing skill. For instance, Lyman as cited in Khaghaninejad, Saadabadimotlagh and Kowsari (2015), Think Pair Share is a classroom learning activity that provides students with an opportunity to think about a key question, idea, issue, or notion and share their thoughts with a partner before discussion in a small or large group. TPS promote social skills of learners and involve them more in class

discussion and consequently upgrade their meta-cognitive awareness while implementing TPS. Khaghaninejad, Saadabadimotlagh and Kowsari (2015), Lyman's strategy provides learners with many advantages. In the first place, it motivates individual communication and involves the whole class. It stimulates silent learners to answer questions or complete the practice with a pair in place of standing in front of the students. Listening to groups' discussion in doing task and gathering their replies at the end, teachers and instructors can evaluate learners' comprehensions.

This study focused on how to optimize all the students to be active in teaching and learning in class. The researcher also added one more step that was revising which was done after the students share their writing in front of the class. Students made changes their writing based on the comments and suggestions from the other students and teacher. The genre of the text that the students did was descriptive text. Then, the researcher in her research also wants to see the participation of the students in this study during the implementing this technique. In line with the background, the researcher would like to seek answers to research problems presented as follows.

1. Is there any effect of Think Pair Share technique on students' writing achievement?
2. What aspect of writing is mostly influenced by the application of Think Pair Share technique?

3. What are the students' responses to the application of Think Pair share technique?
4. How is the students' participation when think pair share technique is implemented?

METHODS

This research was carried out quantitatively and qualitatively. Think pair share technique was incorporated in this research. Thirty-four students of seventh grade of junior high school level participated in this research. There are three kinds of instrument employed by the researcher, they are writing test, observation sheet and questionnaire items. For writing test, each student was required to compose a descriptive text.

For observation sheet, the observation was developed based on some indicators related to the steps of the technique used. The researcher and observer observed the activities of the students when think pair share technique was implemented in teaching writing. Based on the checklist of each indicator, the observer examine whether all the students were enthusiast did each steps effectively or not. After that, the observer and researcher draw a conclusion based on the percentage of each indicator in observation sheet.

Moreover, the questionnaire items were developed by Izza (2015) was distributed to determine the response of the students to the technique. There were 20-items questionnaire that is formatted in five-point Likert Scale

After scoring the responses of each item of the questionnaire, the researcher calculated the percentage of each item related to their response to the technique. Afterwards, the researcher examined and analyzed the students' response based on their respond as the conclusion.

To answer the first research problem, the researcher analyzed the mean score of the students' first and final drafts through *Paired Samples T-Test*. Moreover, the researcher analyzed the data through *One Way Anova* to figure out the answer to the second research question. In addition, the researcher draw a conclusion to see the students' participation and response on the technique to answer the third and the fourth research question based on data filled in observation sheet and questionnaire items.

RESULTS AND DISCUSSION

RESULTS

A. Students' Writing Achievement

The scores of the students' first and final drafts were analyzed to answer the first research question. The results showed the mean score of Pre Test was 53.22 points and the mean score of Post Test was 76.47 points. Hence, the students' mean score increased 23.25 points, from 53.22 points to 76.47 points. Based on these results, it can be acknowledged that the students' writing achievement were different after the implementation of Think Pair Share Technique.

Table 1. Results of First and Final Drafts Analysis

| | Pre Test | Post Test | Gain |
|------------|----------|-----------|-------|
| Mean Score | 53.2206 | 76.4706 | 23.25 |

To find out whether the difference is significant or not, the researcher analyzed the data through *Repeated*

Measures T-Test and the results were as follows.

Table 2. Results of Paired Samples T-Test

| Paired Differences | | | | | T | df | Sig. (2-tailed) |
|--------------------|----------------|-----------------|---|----------|--------|----|-----------------|
| Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | Lower | Upper | | | |
| 23.25000 | 8.12241 | 1.39298 | 26.08404 | 20.41596 | 16.691 | 33 | .000 |

It was shown that the two-tailed significance was .000 and the t-value was 16.69. It appeared that the t-value was higher than the t-table ($16.69 > 2.039$) and the two-tailed significance was lower than .05 ($.00 < .05$). In this case, it can be argued that the difference in the students' writing achievement after the treatment was significant.

B. Students' Writing Aspect

To answer the second research problem, the data were collected by giving pre test and post test and comparing the scores of each aspect of students' writing in pre and post test. The score of students' writing achievement tested in pre-test and post-test was presented as follows.

Table 3. Writing Score of Pre and Post Test of Students' Aspect of Writing Achievement

| | | Mean | Gain |
|--------|------------------|---------|------|
| Pair 1 | PRECONTENT | 10.5735 | 5.26 |
| | POSTCONTENT | 15.8382 | |
| Pair 2 | PREORGANIZATION | 11.2941 | 5.17 |
| | POSTORGANIZATION | 16.4706 | |
| Pair 3 | PREVOCABULARY | 11.3235 | 5.11 |
| | POSTVOCABULARY | 16.4412 | |
| Pair 4 | PRELANGUAGE | 15.8529 | 4.58 |
| | POSTLANGUAGE | 20.4412 | |
| Pair 5 | PREMECHANICS | 4.1765 | 3.10 |
| | POSTMECHANICS | 7.2794 | |

It can be seen that the mean score of pre-content and post-content increased by 5.26 points, from 10.57 points to 15.83 points. The improvement of mean score of pre-organization and post organization was 5.17 points, from 11.29 points to

16.47 points. The improvement of mean score of pre-vocabulary and post vocabulary was 5.11, from 11.32 points to 16.44 points. The improvement of mean score of pre-language and post -language was 4.58 points, from 15.85 points to

20.44 points. The improvement of mean score of pre-mechanics and post mechanics was 3.10, from 4.17 points to 7.27 points. Thus, it can be inferred that the students' writings aspects were affected positively, however in content, the students achieved greater gain score than

other aspects in writing. To discover whether there are significant differences in the students' writing achievement, the researcher analyzed the data through *Repeated Measured ANOVA*. The table of ANOVA calculation can be seen below.

Table 4. Results of One Way Anova in Paired Samples Correlations

| | | N | Correlation | Sig. |
|--------|------------------------------------|----|-------------|------|
| Pair 1 | PRECONTENT & POSTCONTENT | 34 | .890 | .000 |
| Pair 2 | PREORGANIZATION & POSTORGANIZATION | 34 | .667 | .000 |
| Pair 3 | PREVOCABULARY & POSTVOCABULARY | 34 | .771 | .000 |
| Pair 4 | PRELANGUAGE & POSTLANGUAGE | 34 | .633 | .000 |
| Pair 5 | PREMECHANICS & POSTMECHANICS | 34 | .966 | .000 |

The results of *One Way Anova* calculation showed that the two-tailed significance was higher than .05 ($.000 > .05$). These results showed that there were positive differences in the students' writing aspects after incorporating Think Pair Share technique in teaching writing.

C. Students Response to Think Pair Share Technique

In answering the fourth research problem, the researcher used questionnaire to gather the data. To know the students' response about the implementation of Think pair Share technique, the researcher administered the questionnaire consisting 20 statements which was adapted from Izza (2015). The

questionnaire consisted of 20 items. Before describing the result of the questionnaire, the researcher analyzed the reliability of the instrument by using Cronbach *Alpha Formula*. From the analysis through SPSS, it was found that the Coefficient Alpha obtained was $0.755 > 0.05$. It can be interpreted that the questionnaire was reliable to be used. The questionnaire was given in Indonesian to make sure that students understand the questions and avoid misunderstanding.

The questionnaire statements specifically refer to the implementation of Think Pair Share technique in teaching writing. The following table describes the result of the students' responses questionnaire.

Table 5. The Result of Students' Responses Towards Think pair Share Technique

| No. | Item | S D | D | N | A | SA | Total |
|-----|---|--------|---|-----|-----|-----|-------|
| 1. | Saya menyukai pelajaran writing dalam Bahasa Inggris. | | | 18% | 70% | 12% | 100% |
| 2. | Saya tidak mengalami kesulitan dalam pelajaran writing descriptivetext dalam Bahasa Inggris. | | | 14% | 73% | 13% | 100% |
| 3. | Diperlukan teknik yang lebih menarik dalam pembelajaran menulis descriptive text. | | | 6% | 79% | 15% | 100% |
| 4. | Pembelajaran menulis descriptive text menggunakan teknik Think Pair Share technique cukup efektif. | | | 29% | 56% | 15% | 100% |
| 5. | Pembelajaran menulis descriptive text menggunakan teknik Think Pair Share cukup menarik. | | | | 71% | 29% | 100% |
| 6. | Teknik Think Pair Share sangat cocok digunakandalam pembelajaran menulis descriptive text. | | | 24% | 50% | 26% | 100% |
| 7. | Saya tidak mengalami kesulitan dalam menggunakan teknik Think pair Share. | | | 21% | 70% | 9% | 100% |
| 8. | Pembelajaran menggunakan Think Pair Share Technique membantu saya dalam mengatasi kesulitan dalam menulis Descriptive Text. | | | 4% | 79% | 17% | 100% |
| 9. | Pembelajaran menggunakan teknik Think Pair Share lebih menyenangkan daripada pembelajaran biasanya. | | | 13% | 70% | 17% | 100% |
| 10. | Belajar menggunakanteknik Think Pair Share perlu digunakan dalam kelas-kelas selanjutnya. | | | 14% | 82% | 6% | 100% |
| 11. | Menurut saya teman diskusi dalam pasangan dapat membantu saya dalam pembelajaran bahasa Inggris. | | | 6% | 79% | 15% | 100% |
| 12. | Menurut saya, saya merasa lebih nyaman jika saya belajar dengan berdiskusi dengan siswa lain. | | | 23% | 62% | 15% | 100% |
| 13. | Berdiskusi dengan siswa secara berpasangan dalam menjawab pertanyaan memberikan rasa percaya diri dikelas. | | | 13% | 70% | 17% | 100% |
| 14. | Saya lebih suka diajar oleh teman daripada guru bahasa Inggris. | | | 23% | 62% | 15% | 100% |
| 15. | Menurut saya, saya sulit berkonsentrasi jika belajar secara berpasangan. | | | 11% | 74% | 15% | 100% |
| 16. | Saling bertukar pendapat secara berpasangan membantu saya dalam menulis teks descriptive. | | | 23% | 62% | 15% | 100% |
| 17. | Belajar secara berkelompok dapat meningkatkan kemampuan menulis saya dalam bahasa Inggris daripada belajar sendiri. | | | 23% | 62% | 15% | 100% |

| No. | Item | S D | D | N | A | SA | Total |
|-----|--|--------|---|-----|-----|-----|-------|
| 18. | Belajar secara berkelompok tidak membuang waktu saya. | | | 50% | 47% | 3% | 100% |
| 19. | Belajar dalam berkelompok memberikan saya kesempatan dikelas untuk berlatih kosakata baru. | | | 4% | 79% | 17% | 100% |
| 20. | Mengajar teman dapat meningkatkan kemampuan saya dalam menulis teks descriptive berbahasa Inggris. | | | 15% | 76% | 9% | 100% |

Based on Table 5, there were 70% students agreed that the implementation of Think Pair Share technique in their learning process is interesting. Most of them looked enthusiastic in doing this technique. Besides interesting, the Think Pair Share technique is also useful. Based on students' answer for item number 8, it was shown by the result of the questionnaire in which 79% students agreed on the TPS useful and only 17% students did not agree to this statement. Based on the treatments, it seems that the usage of Think Pair Share technique is useful. This is a prove that the technique is very useful both to the students and the teacher in teaching and learning process of writing text.

D. Students' Participation in Think Pair Share Technique

In answering the third research problem, to see the students' participation when Think Pair Share technique was implemented in teaching writing, the researcher was helped by an observer observed the students' activities in every step of Think Pair Share technique to know whether the students were enthusiastic or not to the process of writing by implementing the technique in writing classroom. The following table describes the students' activities when Think Pair Share technique was implemented based on steps of the technique.

Table 6. The Students' Activities in Using Think Pair Share Technique

| No. | Students' Activities | Researcher | | |
|---------------------------------|---|--------------------------|------------------------|---|
| | | No. of Students Involved | % of Students Involved | Note |
| 1. | Think Step: | | | |
| | a. Students think individually to answer teachers's question. | 32 of 34 | 94% | Most of the students were active when teacher asked them to think individually first about someone who they wanted to describe. |
| | b. Students Make an outline and organize their ideas. | 34 | 100% | The students started to list their ideas in an outline then they organized them in form of paragraph writing (made outline) |
| Average: 97 % students involved | | | | |

| No. | Students' Activities | No. of Students Involved | % of Students Involved | Note |
|---------------------------------|--|--------------------------|------------------------|---|
| 2. | Pair Step a. The students are active to discuss about the topic given in pair. | 34 | 100% | Most of the students discussed about their ideas, they shared their ideas and gave comments and suggestions about their own draft in previous step. |
| | b. The students check and correct their paragraph writing in pair. | 34 | 100% | The students exchanged their draft to their friend in pair. The others checked and made correction on their friends' draft. |
| | c. These students edit their first draft of their paragraph writing. | 34 | 100% | After getting some feedback and input from their friends and teacher, the students had to revise their writings. |
| Average: 100% students involved | | | | |
| 3. | Share Step: a. The students are enthusiast to present their writings in front of the class. | 34 of 34 | 100% | The students worked in pair to make paragraph writing. |
| | b. The students are active in giving comments and suggestions to other groups. | 34 of 34 | 100% | The students started to list their ideas in an then they organized them in form of paragraph writing (Editing). |
| | c. The students rewrite their paragraph writing. | 34 of 34 | 100% | Then, the students rewrote their paragraph writing and recheck their draft (Final Draft). |
| | d. The students compare their result of writing to the previous result of theirs when they do not employ think pair share technique. | 34 of 34 | 100% | The students made a comparison between their previous draft (in this case is Pre Test result) and their new draft. By comparing the results, they can see a lot of differences on their draft, especially related to the five writing aspects, in terms of: content, organization, vocabulary, grammar, and mechanic. |
| Average: 100% students involved | | | | |

| No. | Students' Activities | No. of Students Involved | % of Students Involved | Note |
|---------------------------------|--|--------------------------|------------------------|---|
| 4 | Evaluation Step a. Evaluating their own success in using think pair share technique. | 34 of 34 | 100% | The students did self-reflection on their individual learning to evaluate the use of think pair share technique. They had to realize how far they have been using those technique (think, pair and share) during the writing process in the language classroom. |
| | b. Discussing the technique they had already used together with the teacher. | 34 of 34 | 100% | The teacher debriefed discussion about the technique they had already used and the students express their ideas/opinion about the usefulness of think pair share technique itself. |
| Average: 100% students involved | | | | |
| Total Average | | 97% | | |

Based on Table 6, the implementation of Think Pair Share technique in learning process interested the students' attention. Most of the students looked enthusiastic in doing this technique. It can be seen in every step of think pair share technique, there were 97% of students were involved actively. In relation to result of observation, it showed that students' participation in learning process through think pair share was good. This is a prove that the technique is very useful to build students' confidence in sharing ideas and writing a text in teaching and learning process by using Think Pair Share technique.

DISCUSSION

A. Students' Writing Achievement

Since it was revealed that the difference in the students' writing

achievement after the implementation of Think Pair Share technique was significant, it can be confirmed that the implementation of Think Pair Share technique affected students' writing achievement positively. In other words, the students' writings become better after the implementation of the technique. The findings of this present study supported a number of previous studies such as Sumarsih and Sanjaya (2013). In their research indicated that the students' score increased from first evaluation to third evaluation. The percentage of students' achievement in descriptive text kept increasing when TPS technique is applied. It can be stated that TPS technique works effectively and efficiently in helping students in improving their achievement in writing descriptive text. Additionally, the findings of this present research

are confirmed the findings of the study conducted by Narzolez (2012), he revealed that the students who were subjected to the Think-Pair-Share approach had enhanced performance in the English Communication Skills course. This finding was also confirmed some previous researches that dealt with teaching writing by using Think Pair Share technique (Siburian, 2013, Rahmawati, 2017 and Laini, 2014).

B. Students' Writing Aspect Achievement

This study analyzed the increase of each aspect of writing; they were content, organization, vocabulary, language and mechanics. It was found that content as the mostly influenced aspect by the application of think pair share technique. This research supported some previous studies that dealt with teaching writing by using Think Pair Share technique in Laini (2014) and Purwaningias, Gloria, and Simbolon (2013).

C. Students' Response to Think Pair share Technique

Related to the students' response to Think pair Share technique, the finding of this recent study indicated that most students registered an agreement with the statements that Think Pair Share gave benefit for students in writing achievement. It can be seen from the result of students' responses about the implementation of think, pair, share the technique based on the statements of the questionnaire. The findings of the questionnaire

corroborated the study of Sumarsih and Sanjaya (2013) and Laini (2014). The studies revealed that the result of questionnaires showed that the subjects' responses were positively to the application of think, pair, share in teaching and learning process. Therefore, it indicated that think pair share was an effective technique in improving the subjects' writing ability especially in descriptive paragraph writing.

D. Students' Participation in Think Pair Share Technique

In relation to result of observation as the last research question, it showed that students' participations in learning process through think pair share were good. This current research supported some previous research that dealt with the implementation of Think pair Share technique (Purwaningsihand Gestia, 2013, Lasnami, 2015, Al- Bessairi, 2013, Darsana, 2014 and Sanjani, 2015). The studies stated that most students increase their activities in the class, especially in pair and share discussion.

CONCLUSION AND SUGGESTIONS

In relation to the results of the research, it can be concluded that the implementation of Think Pair Share technique can facilitate students to make some positive development in their writing achievement. In other words, the students can refine the progress of their writings and become better than before. Furthermore, it can be concluded that the students express willingness to

help their friends improve the quality of their writings by providing beneficial ideas when they share ideas in pairs and share.

With regard to the results of the research, the researcher provides several suggestions for English teachers. Firstly, the researcher suggests the English teachers to implement Think Pair Share technique in teaching writing since its implementation influences students' writing achievement positively. Secondly, this research was conducted on Junior High School students. Therefore, it is suggested that educators who teach English in others level make an attempt to implement Think pair Share technique. Thirdly, Teachers should be as early as possible to apply cooperative learning model TPS to measure students' writing skills but to get the most need for a combination of cooperative learning model TPS with other approaches so that the various skills can be developed.

Additionally, the researcher provides some suggestions for other researchers who are interested in conducting relevant research. First of all, it is recommended for further researcher to investigate the effect of Think Pair Share on different language skills in order to claim that think pair share is effective in learning English in general. In addition, it also recommended to find out the most aspect of english skill that is influenced by Think Pair Share technique in details. Moreover, in line with the current study, it will be interesting to add other factors

that may possibly contribute to writing skill (e.g. gender, motivation, language proficiency, etc). It is also recommended that the period of teaching should be extended to continue contributing to participants' self-evaluation process. The last, it is suggested to extend the procedures carried out in the other studies. This extension can be employed by using interviews, diaries and journal, video recording, think aloud protocols, and many others in order to identify the other factors related to the use of certain technique that can be useful for the researcher to collect more valid and reliable data.

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